

MUSIC APPRECIATION

[Implement start year (2013-2014)]

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Unit #2: History of Music

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English (<http://www.corestandards.org/>)

- 1.1.12.B.2 - Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
- 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 1.2.12.A.2 - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- 1.3.12.B.1 – Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
- 1.3.12.B.2 – Analyze how the elements of music are manipulated in original or prepared musical scores.
- 1.4.12.A.1 - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of

21st Century Themes (www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability

<p>dance, music, theatre, and visual art. 1.4.12.A.2 - Speculate on the artist's intent, using <u>discipline-specific arts terminology</u> and citing embedded clues to substantiate the hypothesis. 1.4.12.A.3 - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. 1.4.12.A.4 – Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p>	<p>___ Initiative and Self-Direction _x Social and Cross-Cultural Skills ___ Productivity and Accountability ___ Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU1</i> Music can affect history and cultural trends and vice-versa.</p> <p><i>EU2</i> Composers/artists and genres from earlier time periods influence current and future artists and genres.</p> <p><i>EU3</i> Music from other countries contributes to the creation of new and different genres in American music.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Does music change history or does history change music? • What impact did musical icons and their genres have throughout history? • What makes music culturally specific? • Does a universal event like <i>Live Aid</i> or <i>Live 8</i> have an effect on society? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why do we continue to study composers of the past? • What makes certain composers timeless? • Should a standard repertoire of music exist that each culture should readily recognize? • What will music sound like in the future? • Will technology play a part in future musical composition? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How does music translate throughout various cultures around the world? • What global impact can music have on various societies throughout the world? • Does music in other languages help to broaden your perspective on the culture of that country?

Knowledge:

Students will know . . .

EU 1

- Historical time periods not related to music
- Major musical events throughout same historical time periods
- Elements of music
- Standard repertoire

EU 2

- Biographies of major composers
- Major works from the major composers
- Technological Innovations in music composition

EU 3

- General facts concerning the geography of countries with various musical styles
- Instruments indigenous to other countries and cultures famous musicians from other countries and cultures
- Basic understanding of languages from other cultures Genres of music throughout the world.
- Importance of music in other cultures.
- Political and social trends in other cultures.

Skills:

Students will be able to . . .

EU 1

- Identify the music of their culture.
- Connect major musical events and their societal framework.
- Identify specific songs and artists that correlate to historical events.
- Recognize (aurally) any piece of music from the standard repertoire of their culture.

EU 2

- Identify characteristics of each time period of music.
- Identify characteristics of major composer/artists of each musical time period and genre.
- Compare and contrast the elements of music used to create the stylistic attributes of each time period and genre.
- Trace historical trends and forecast how they will influence new trends in music.
- Explore the role of technology in past, present and future musical composition, performance and listening capabilities.

EU 3

- Identify (on a map) countries and cities that have made a major contribution to the history of music.
- Identify genres that stem from previous genres of music.
- Compare and contrast music listening examples from various cultures with that of their own.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

EU1, EU2

Students will take on the role of a music supervisor for a film company. They will create a soundtrack of appropriate music clips that coincide with pictures or live footage of major historical events or people. Historical events must not include events and music already discussed in class.

EU2, EU3

Students will take on the role of a filmmaker and narrator of a biographical sketch to be presented to the class. Students will present a PowerPoint or short film that displays the knowledge of past composers and their influence on present day artists. Each student will choose a composer from a classical time period and report of the following points of interest: compare and contrast their lives, common musical characteristics, and the cultural impact these artists have had on society.

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Listening Journals
- Listening Quizzes
- Listening Tests
- Content/Knowledge Tests
- Research Papers
- Power Point presentations
- Classroom Discussions
- Classroom Performances

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Teach the elements of music. (lecture, modeling) (A)
- Teach the indigenous instruments of other cultures and their unique timbres through modeling, live performance, videos and recordings. (A)
- Model the listening map by playing a piece of music from another culture and dissect it with the goal of critiquing the piece using musical terms. (A, M)
- Explore the function of music as it pertains to other cultures by identifying trends in musical events of a region. (A)
- Teachers will play examples of the standard repertoire, as students attempt to identify the title, composer, genre, and time period. (A, M)
- Have students present listening examples of multicultural music and provide a completed listening map. Have the rest of the class fill out a similar listening map of the song. (Another idea would be to utilize the “listening maps” as a part of an on-going journal for the students’ thoughts). (A, M, T)
- Students will take on the role of a radio-programming director. They will program an hour of music that traces the history of classical music. (M, T)
- Students will take on the role of a satellite radio owner throughout various time periods of history. They will design and develop a satellite radio station and all of its programming, focusing on different genres and eras of music. (M, T)